



21ST CCLC

PROPOSAL

Program Name	21 st Century Community Learning Centers Program (21 st CCLC)
Pass Through Entity	Indiana Department of Education
Office	Title Grants and Support
Federal Agency	U.S. Department of Education
Federal Award I.D.	S287C190014
Fiscal Year of Award	2019
CFDA	84.287

Release Date	February 12, 2020
Intent to Apply Due <i>*an Intent to Apply is not required to submit a full application</i>	March 12, 2020
Application Due	August 12, 2020; 11:59 p.m. EST
Electronic Submission Process	Submit the application here
For questions about the application, eligibility, or requirements	21stCCLCprogram@doe.in.gov

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. **Please do not add an additional cover page to the application—the first page of the application should be page 2 of this document.**

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deduction

during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. **The Narrative must be in 12 point font, single or double spaced.** Applications should only be submitted once. Please ensure the application is finalized before submitting.

In addition to completing the narrative section, you must submit a completed budget **(in Excel format)**. [You can find the budget template here.](#) [You can find a budget template guide here.](#)

IDOE 21st CCLC staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access a Cohort 10 RFP overview webinar, [via this link](#). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. 21st CCLC staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to 21st CCLC staff, [click here](#). Please note 21st CCLC staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

Lastly, IDOE 21st CCLC staff is excited to announce the new Grantee Readiness Program, aimed at providing on-going virtual and in-person support to applicants. This initiative will provide applicants with monthly virtual and in-person sessions, each focused on an individual section of the RFP. In-person sessions will be held in two locations throughout the state and provide attendees with the virtual session content as well as time with content experts, available to offer thought-partnership on the content covered in that session.

Registration is required—dates, times, topics, & locations can be found via the registration link, [located here](#). As sessions occur, content (power points, resources, tools, etc.) will be saved to a shared online platform, [located here](#).

Applicants are encouraged to engage in the technical assistance opportunities listed above as they complete applications. If you have questions, please contact 21CCLCprogram@doe.in.gov.

NAME OF LEA OR ORGANIZATION	MOTHER THEODORE CATHOLIC ACADEMIES, INC. D.B.A. NOTRE DAME ACE ACADEMIES
ADDRESS	1400 N. MERIDIAN STREET, INDIANAPOLIS, IN 46203
COUNTY	MARION COUNTY

NAME OF CONTACT PERSON	CHRIS BRUNSON
TITLE	DIRECTOR OF FINANCE AND OPERATIONS
PHONE NUMBER	(317) 236-1516
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NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	MARGARET ELSON
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	PELSON@ARCHINDY.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
CENTRAL CATHOLIC SCHOOL (SCHOOL CORP #C625)	97%	B	140	KG-8
HOLY ANGELS CATHOLIC SCHOOL (SCHOOL CORP #C590)	87%	C	100	KG-6
HOLY CROSS CENTRAL CATHOLIC SCHOOL (SCHOOL CORP #C595)	93%	C	120	KG-8
ST. PHILIP NERI CATHOLIC SCHOOL (SCHOOL CORP #C655)	93%	D	140	KG-8

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
CENTRAL CATHOLIC SCHOOL	1155 E. CAMERON ST. INDIANAPOLIS, IN 46203	INDIANAPOLIS/MARION
HOLY ANGELS CATHOLIC SCHOOL	2822 DOCTOR M.L.K. JR ST, INDIANAPOLIS, IN 46208	INDIANAPOLIS/MARION
HOLY CROSS CENTRAL CATHOLIC SCHOOL	125 N. ORIENTAL ST, INDIANAPOLIS, IN 46202	INDIANAPOLIS/MARION
ST. PHILIP NERI CATHOLIC SCHOOL	545 N. EASTERN AVE., INDIANAPOLIS, IN 46201	INDIANAPOLIS/MARION

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	KINDERGARTEN-8TH GRADE
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL HOURS MON-THURS 3:00PM-6:00PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- o The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;

- o The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- o The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- o The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually and use the program action plan to guide program improvement and strengthening;
- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The

term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;

- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Mother Theodore Catholic Academies, Inc.
(d.b.a. Notre Dame ACE Academies Indy) _____
Applicant Name (LEA or Organization)



Authorized Signature

8/11/2019
Date

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies respectfully requests \$370,378.09 to establish a 21st Century Community Learning Center (CCLC) program at four sites in Marion County. The four sites included in this project are Notre Dame ACE Academies located in center-city Indianapolis: Central Catholic, Holy Angels, Holy Cross Central, and St. Philip Neri.

In recent years, the Mother Theodore Catholic Academies have explored innovative ways to support the unique needs of families who attend our center-city schools. For example, in 2016, we deepened our existing relationship with the University of Notre Dame with the decision to include our center-city schools in the Notre Dame ACE Academies network, including the schools targeted with this 21st CCLC proposal. This network, established by Notre Dame and the Alliance for Catholic Education, aims to empower partner Catholic schools to ensure that a high-quality Catholic education is available to as many children as possible, especially those in underserved urban communities. This partnership has provided our schools with greater access to resources and opportunities for improvement.

Participants to be Served

Through this 21st CCLC project, we aim to ensure that children in our target schools also have access to a high-quality out-of-school experience. This project will serve 500 students between kindergarten and 8th grade, 100 or more at each of four sites, at no cost to families. Holy Angels will only serve students in grades K-6th grades. This program will target youth who are economically disadvantaged and in need of a safe and structured environment as well as students with needs related to academic achievement and improvement.

Youth Needs

This program aims to meet the needs of our student population, which include poverty as indicated by our high free and reduced lunch rates. We also recognize that many of the children we serve experience chronic stress, trauma, and adverse childhood experiences. Furthermore, it is expected that children may also experience increased stress as a result of the current COVID-19 pandemic and the disruption in their learning. In the development of this program, we have included intentional elements to address social and emotional development and health, which aligns with our priority focus on social emotional learning. A high number of our students are also currently underperforming on several academic indicators. These various needs require a responsive program with a higher-level of engagement and frequency of programming than we are currently able to implement. It is our

desire to establish a 21st CCLC that is better positioned to address the complex needs experienced by the students and families we strive to serve.

Activities Proposed

Our program will include a variety of proposed activities to meet the needs of our youth population. Proposed activities include:

- **Academic enrichment activities**, including the evidence-based LitART LEARN literacy curriculum, homework help, and tutoring
- **Social emotional learning programming**, including mindfulness activities, mentoring, and other programming to promote social emotional skill development
- **Healthy lifestyle programming**, including physical fitness and nutrition programming
- **Safety and violence prevention activities**, including gang resistance programming
- **Family engagement activities**, including family dinners and monthly parent assemblies/meetings

Intended Outcomes

Through the activities listed above, the proposed program will achieve the following intended outcomes: 1) Improved academic achievement, 2) Improved social and behavioral skills and outcomes, and 3) Improved family engagement, in both the afterschool program and school activities.

Key People Involved

Key staff involved in this project include Chris Brunson, Director of Finance and Operations for the Notre Dame ACE Academies, who is the main contact for this application. The Interim Executive Director of the Notre Dame ACE Academies, Margaret Elson, is another key leader providing oversight.

Key leaders from each participating school participated in the development of this proposal and will continue to be involved during the implementation of this project. Key school leaders include: Ruthe Hurrell (Principal, Central Catholic), Justin Armitage (Principal, Holy Angels), Cara Swinefurth (Principal, Holy Cross Central), and Kari Buchinger (Principal, St. Philip Neri).

Beyond school staff, Cal Bureson, Founder & Executive Director of RightFit Indiana, will be key to the implementation of this proposal. RightFit is our primary partner and will provide onsite programming for each site three days a week throughout the school year

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Minimum Criteria

The four schools this program aims to serve – Central Catholic, Holy Angels, Holy Cross Central, and St. Philip Neri – all have a free and reduced lunch rate that greatly surpasses the 40% minimum requirement (97%, 87%, 93%, and 93%, respectively). One of the schools, St. Philip Neri, also has a D school rating.

Origin of Partnership

The four schools this program aims to serve are all Notre Dame ACE Academies. Notre Dame ACE Academies Indy is the entity submitting this application. School leadership from each of the participating schools worked closely with the Notre Dame ACE Academies administrative team in the development of this application and will be active partners throughout the implementation of this project.

Priority Area

In the design of this program, we sought to identify opportunities to support and reinforce what is happening during the school day. One way we plan to align our efforts with the school day activities is through our focus on the social emotional learning priority area. In 2019, the Notre Dame ACE Academies received a private donation to increase social emotional development activities in the Academies. This donation provided for each school to hire a full-time Coordinator of Social and Emotional Learning Supports. The donation provided funding for these positions for five years. These Coordinators collaborate with parents and their fellow professional educators to foster the spiritual, academic, social, and emotional growth of their school's students.

The addition of this staff member has greatly increased our capacity to address the social emotional needs of our students. It has also allowed for our school social worker to better focus on the needs of families outside of the school day. With the selection of the social emotional learning priority area, our 21st CCLC will intentionally integrate this focus within our project activities, program objectives, intended performance measures, and professional development offerings for staff. The Coordinators of Social and Emotional Learning Supports will be key partners and contacts for the program and will help ensure that program activities are aligned with efforts taking place during the school day.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The Notre Dame ACE Academies meet the criteria for the following organizational priority points:

1) Identified as a Comprehensive Support and Improvement (CSI) school or a school demonstrating 90% free or reduced lunch student participation or greater poverty

- Three of the four schools served through this grant application demonstrate a free or reduced lunch rate of 90% or higher (Central Catholic: 97%; Holy Cross Central: 93%; St. Philip Neri: 93%). The fourth school, Holy Angels, has a free or reduced lunch rate of 87%. The average free or reduced lunch rate across all participating schools is 93%.

2) Proposed programming will dedicate 30% or more of total programming time to specific supports for students with disabilities, English Language Learners, youth experiencing homelessness, youth engaged in the foster care system, and/or Migratory youth.

- Three of the four participating schools have a high percentage of English Language Learners (Central Catholic: 47%, Holy Cross Central: 40%, St. Philip Neri: 82%). Across all participating schools, English Language Learners make up 51% of the total youth population. This program will address known needs of this population through the LitART LEARN literacy curriculum and other academic activities, in addition to our other key program areas (social emotional learning, healthy lifestyle, safety and violence prevention, family engagement).

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

This proposed project is designed to meet the needs of the student populations of the four participating Notre Dame ACE Academies, located in center-city Indianapolis. Common needs across the participating sites include:

- Academic underperformance;
- High poverty rates and associated challenges related to trauma and adversity;
- A high percentage of students who are English Language Learners; and
- Current gaps in programming related to free year-around after school care.

Achievement Data

In 2018-2019, each of the participating schools underperformed compared to the state average on the academic statewide assessments ILEARN (grades 3-8) and IREAD (grade 3 only). Proficiency rates from these assessments can be found in the Table 1 below.

Table 1: Academic performance of students on 2018-2019 statewide assessments			
	ELA Proficiency Rates (ILEARN)	Reading Proficiency Rates (IREAD, 3rd grade only)	Math Proficiency (ILEARN)
Central Catholic	39%	74%	33%
Holy Angels	24%	57%	19%
Holy Cross Central	33%	67%	22%
St. Philip Neri	26%	84%	27%
Indiana Average	49%	87%	49%

Source: Indiana Department of Education, INview

Each of the participating schools saw similarly low performance during their most recent NWEA assessment period in 2019-2020, as indicated in the table below.

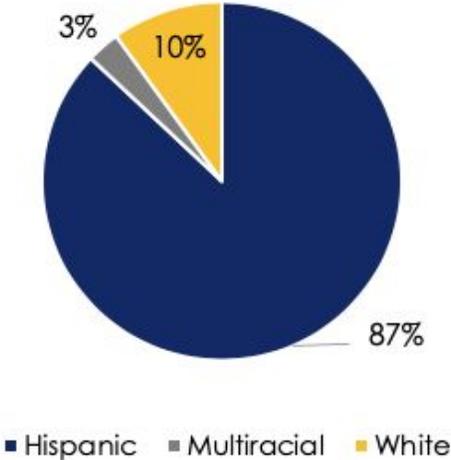
Table 2: Percentage of students performing at or above grade level on 2019-2020 NWEA assessment			
	NWEA Language	NWEA Reading	NWEA Math
Central Catholic	45%	36%	33%
Holy Angels	40%	36%	28%
Holy Cross Central	29%	27%	22%
St. Philip Neri	17%	17%	18%

The 21st CCLC program aims to address these performance deficiencies through academic enrichment activities.

Demographic Data

Central Catholic had 254 students enrolled in the 2019-2020 school year. Of those students, the majority are Hispanic with 47% of the student population being English Language Learners.

Chart 1: Central Catholic, Race of Students 2019-2020

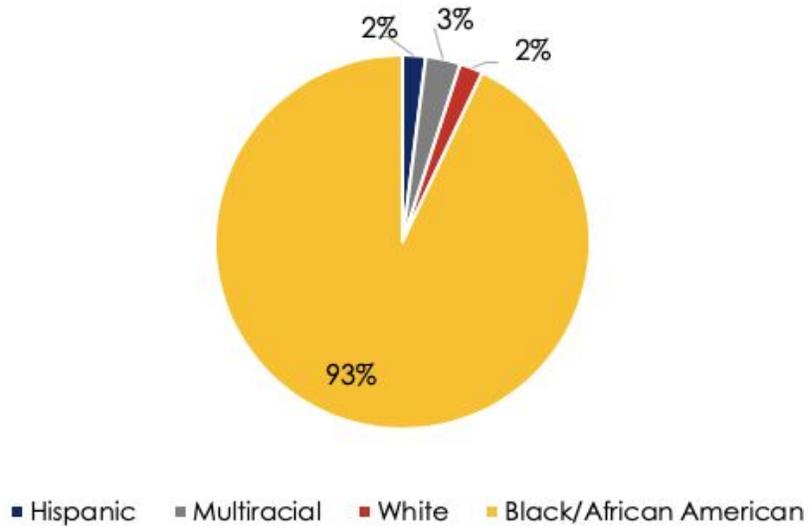


Approximately half of Central Catholic students (47%) live within Indianapolis Public Schools district boundaries, where the poverty rate is 29%, compared to 19% across Marion County¹. Almost all Central Catholic students (97%) are eligible for free or reduced lunch, indicating significant economic disadvantage.

Holy Angels had 142 students enrolled in the 2019-2020 school year. Of those students, the majority are Black/African American (93%).

¹ Source: The SAVI Community Information System

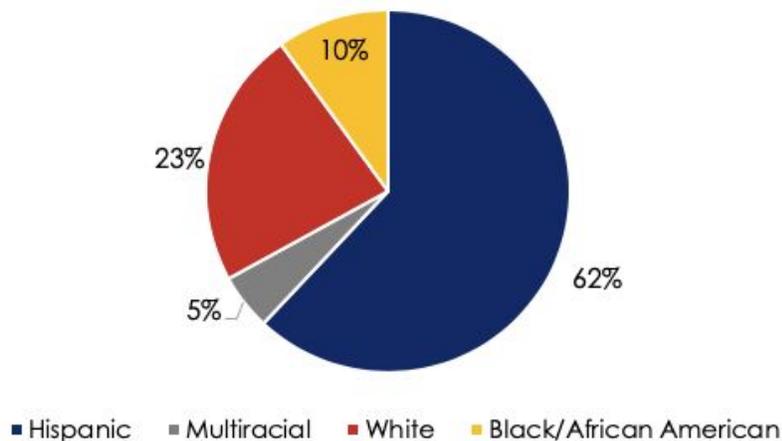
Chart 2: Holy Angels, Race of Students 2019-2020



Approximately two-thirds of Holy Angels students (64%) live within Indianapolis Public Schools district boundaries and the majority (87%) are eligible for free or reduced lunch, indicating significant economic disadvantage.

Holy Cross Central had 180 students enrolled in the 2019-2020 school year. Of those students, two-thirds (62%) are Hispanic with 40% of the student population being English Language Learners.

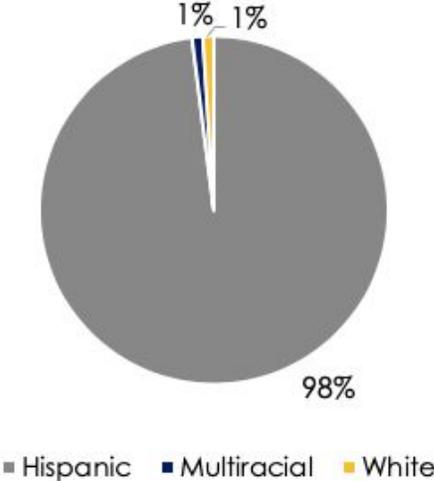
Chart 3: Holy Cross Central, Race of Students 2019-2020



The majority of Holy Cross Central students (87%) live within Indianapolis Public Schools district boundaries and 93% of students are eligible for free or reduced lunch, indicating significant economic disadvantage.

St. Philip Neri had 283 students enrolled in the 2019-2020 school year. Of those students, the vast majority (98%) are Hispanic with 82% of the student population being English Language Learners.

Chart 4: St. Philip Neri, Race of Students 2019-2020



The majority of St. Philip Neri students (90%) live within Indianapolis Public Schools district boundaries and 93% of students are eligible for free or reduced lunch, indicating significant economic disadvantage.

Behavioral Data

The state of Indiana assesses attendance measures, including the percentage of *model attendees* and *chronic absenteeism rates*. A model attendee is a student who attends at least 96% of his or her enrolled days during the school year, demonstrating persistent attendance, OR a student who has improved his or her attendance by at least three percentage points from the prior to current school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10% of the school year, for any reason. All of the Notre Dame ACE Academies have a lower percentage of model attendees compared to the state average. However, their rates of chronic absenteeism are either below or very similar to the state average.

Table 3: 2018-2019 Attendance Behaviors		
	Percentage of Model Attendees	Chronic Absenteeism Rate
Central Catholic	55%	9%
Holy Angels	58%	12%

Holy Cross Central	57%	15%
St. Philip Neri	60%	10%
Indiana Average	65%	14%
<i>Source: Indiana Department of Education, INview</i>		

The Notre Dame ACE Academies are not required to report suspensions and expulsions, but they do track the number of moderate and severe disciplinary referrals. The number of referrals made in 2019-2020 varied greatly by school.

Table 4: 2019-2020 Disciplinary Referrals	
	Number of moderate or severe disciplinary referrals made
Central Catholic	22
Holy Angels	102
Holy Cross Central	170
St. Philip Neri	70

Current programming

Each participating school currently offers limited out-of-school time programming. Our primary programming partner, RightFit, currently provides programming three days a week at each school during 6-8 weeks each Spring, at no cost to families. When RightFit is not in session, each school offers a paid after care program. While the cost is low compared to most other afterschool care options, it is prohibitive to some families.

The schools also provide academically targeted programming and tutoring using Title I funds. This programming is limited in the number of students served and is not currently meeting the needs of all students who require out-of-school time programming with academic supports.

There are a handful of current 21st CCLC programs near our proposed sites, but our students lack adequate transportation to attend these programs.

Enhance or expand

The requested funding will allow the Notre Dame ACE Academies to both expand and enhance our existing program offerings. In 2020, RightFit provided programming three times a week for nine weeks of the Spring semester. RightFit is currently scheduled to provide programming three times

per week for 6-8 weeks in the Spring of 2021. This 21st CCLC grant will allow us to expand this programming from 6-8 weeks a year to 36 weeks a year. This grant will also help with the sustainability of the RightFit programming. When we began our partnership with RightFit in 2017, they had multiple start-up grants that covered the programming they provided at the Notre Dame ACE Academies. As those grants expire, we are looking to secure additional funding, including 21st CCLC funding, to support the continued and expanded RightFit program offerings. The proposed 21st CCLC program will serve a similar number of students as the current RightFit programming, which served approximately 500 students in the Spring of 2020, before the schools shut down due to COVID-19.

Through this project, we are also strengthening our relationships with other programming partners to target social emotional learning and other program areas to provide an enhanced and well-rounded experience for students. One of the most significant enhancements this grant will help facilitate is the deepening of our academic programming. In addition, this 21st CCLC project will allow us to provide high-quality programming on the fourth program day a week that RightFit is not facilitating programming. This additional programming will include the implementation of the evidence-based LitART LEARN curriculum and other targeted academic and enrichment activities.

Identified Needs

During the development of this proposal, a planning committee was convened which included the following Notre Dame ACE Academies stakeholders:

- School leaders (principals, vice principals)
- Coordinators of Social and Emotional Learning Supports
- Current out-of-school time staff
- Notre Dame ACE Academies administration representatives
- RightFit leadership

This team reflected on the needs of students, ways to improve current program offerings to better meet the needs of students, and ways to align out-of-school programming to school activities and efforts. Needs identified by this committee include the need for social emotional learning activities to compliment and build on school day efforts. School leaders recognized that our youth have a great need for social emotional supports, as the majority of our population live in poverty, as indicated by our high free and reduced lunch rates. We know that many of the families we serve experience other trauma and adversity in addition to economic disadvantage. We aim to address these complex needs through our social emotional learning priority focus.

School leaders also identified that current programming does not have the capacity to provide a cost-free programming option for the duration of the entire academic year. The paid programming we provide when RightFit is not in session is low-cost, but that cost is still not feasible for some families. Finally, school leaders identified a need for greater focus on academic achievement based on current academic underperformance, as discussed above.

Parent and student feedback was also considered in the development of this proposal. RightFit and the Notre Dame ACE Academies administer parent and student surveys on an annual basis. In 2019, parents and students provided feedback on their favorite parts of the program. Areas identified included physical fitness, tutoring, and public safety education. All of these elements have been included in the proposed 21st CCLC program activities. Many parents also reported that the most important thing was that RightFit was fun for their child. This desire aligns with our goal to offer a well-rounded and diverse portfolio of program activities to meet the needs and interests of students. In 2020, parents reported that the most important thing about the program was the academic support RightFit provided. This 21st CCLC grant will allow us to deepen our academic supports and address this need more effectively.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Project Collaboration

This project involves collaboration with several key implementation partners. RightFit Indiana is our key partner for programming. RightFit is an afterschool program that provides homework help and programming in the areas of nutrition education, physical fitness, and personal development. RightFit works with several programming partners, higher education institutions, and public safety partners to deliver high-quality and enriching programming. RightFit currently provides programming in the four participating schools for three days a week for 6-8 weeks during the Spring semester. This 21st CCLC funding request will allow the Notre Dame ACE Academies to deepen their partnership with RightFit to include RightFit programming three days a week for 36 weeks throughout the school year. Notre Dame ACE Academies 21st CCLC staff will facilitate programming on the fourth programming day.

The Notre Dame ACE Academies and RightFit worked collaboratively to leverage partnerships and secure a portfolio of enriching program offerings for our students. Partners were intentionally selected in alignment with our programming focus areas. Through this programming portfolio, we aim to expose our students to a variety of local organizations, topics, and positive adult role models.

Identifying Partners

The Notre Dame ACE Academies and RightFit had planning conversations and meetings with each of the programming partners while preparing this application. These conversations allowed us to establish clear goals and expectations for the program and all partners. These meetings allowed us to make sure programming partners and their offerings aligned with our focus areas. Program partners fall under the following programming focus areas:

- **Academic enrichment activities:** Junior Achievement
- **Social emotional learning programming:** Indy Yoga Movement, Urban League, Peace Learning Center, Junior Achievement
- **Healthy lifestyle programming:** Purdue Extension, Indianapolis Indians
- **Safety and violence prevention activities:** Gang Resistance Education and Training (GREAT)
- **Family engagement activities:** Urban League

Table 5 summarizes the specific contribution of each programming partner. All partners listed have completed a memorandum of understanding, which is included with this application.

Table 5: Contributions of Programming Partners			
Partner Name	Program Topic	Frequency	Type
Purdue Extension	Nutrition	1x per week for 7 weeks at each site	In-Kind
Purdue Extension	Soccer for Success	1x per week for 26 weeks at each site	Contract (\$20,000)
Indy Yoga Movement	Yoga and mindfulness	1x per week for 26 weeks at each site	Contract (\$15,600)
Gang Resistance Education and Training (GREAT)	Gang resistance	1x per week for 13 weeks at each site	Contract (\$6,000)
Urban League	Anti-bullying, self-empowerment, community engagement Family dinner presentation	14x per year, with at least two days at each site Will present at 1 family dinner a year at each site	In-Kind
Peace Learning Center	Team building, conflict resolution, mindfulness, communication	4x per semester at each site	Contract (\$8,000)
Junior Achievement	More than Money (includes critical thinking and problem solving skill development)	4x per year at each site	Contract (\$4,000)
Indianapolis Indians	Baseball in Education	4x per semester at each site	In-Kind

While the table above includes all partners currently committed to supporting and collaborating with the 21st CCLC program, RightFit has several other partners who endorse the program and have provided programming for RightFit in the past. These partners include: the Indianapolis Metropolitan Police Department, Indy Public Safety Foundation, Indiana Department of Corrections, Police Athletic League, Indiana State Police, Marion County Prosecutor's Office, and Anthem. While no formal agreements or MOUs have been established with these partners, the 21st CCLC program may explore how to leverage these existing relationships in the future to support program goals.

Volunteers

The Notre Dame ACE Academies and RightFit intend to recruit volunteers to assist with programming. Most volunteers will be recruited in collaboration with IUPUI. We expect to engage over 100 students during the course of the year to volunteer during RightFit program days at each site. IUPUI students will be recruited through their First-Year Seminar course. Volunteers will specifically assist with the Soccer for Success program and will help supervise homework help. Volunteers will assist with other program activities as needed. Historically, we have also worked with other local university to secure volunteers, including Ivy Tech, Marian University, and University of Indianapolis. We will revisit these relationships to secure additional volunteers as needed.

Before volunteering with the 21st CCLC program, all volunteers are required to participate in the Notre Dame ACE Academies' *Safe and Sacred Training*, which helps participants recognize and prevent child abuse and neglect. Volunteers will also complete an accompanying background check, at no cost to the volunteer. RightFit and the Notre Dame ACE Academies will work collaboratively to provide additional training to IUPUI students to educate them on how to engage with youth and support the 21st CCLC program goals.

Other Federal or State Funding

The requested 21st CCLC funding will be used along with Title I funding. Title I funding will be used to support small group tutoring, which will take place during the daily academic programming unit for eligible students.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Recruitment criteria

The 21st CCLC program will target economically and educationally disadvantaged youth and their families in our recruitment efforts. With this program, we aim to specifically target:

- Students who are eligible for free or reduced lunch;
- Students performing below grade level in reading and/or math;
- Students who lack adequate adult supervision in the afternoons and who are in need of a safe, stable, and enriching environment;
- At our schools with a high number of English Language Learners (Central Catholic, Holy Cross Central, and St. Philip Neri), we will target recruitment to include this population.

We will ask teachers and school leadership to help facilitate the identification of students through referrals. 21st CCLC program staff will educate teachers and school personnel on the program goals and objectives as well as the target populations described above. School teachers and staff will then be asked to identify students who may benefit from enrolling in the program. We will ask for referrals from teachers a month before the start of the school year, to allow time for recruitment. We will also accept referrals throughout the year.

Community data

As mentioned in the need section above, the most pressing needs of our student population include:

High poverty rates and associated challenges related to trauma and adversity. The majority of our students are eligible for free or reduced lunch, as the school eligibility rates range from 87%-97%. Most of our students live within Indianapolis Public Schools district boundaries, where the poverty rate is 29%, compared to 19% across Marion County². We aim to address these needs by providing free, high-quality out-of-school time programming for economically disadvantaged students. Research indicates that poverty is often accompanied by trauma and other adversity. We aim to address these issues through our social emotional learning priority area and programming focus.

Academic underperformance. As indicated in the need section, students at the participating schools are currently underperforming on many academic indicators when compared to the rest of the state. Parent feedback also supports the need for more academic programming. Parents provided feedback via survey to RightFit and the Notre Dame ACE Academies in the

² Source: The SAVI Community Information System

Spring of 2020. Parents reported that the academic support provided on RightFit program days was the most important aspect of the program. Many parents of children at our participating schools have low educational attainment themselves. The majority of the families we intend to serve live within Indianapolis Public Schools district boundaries. In this area, 20% of the population 25 years and older do not have a high school diploma (compared to 14% across Marion County) and only 26% of this population has a Bachelor's degree or higher (compared to 30% across Marion County). Parents with low educational attainment may struggle to provide academic support to their children or to help them with their homework. This 21st CCLC grant will help us deepen our academic focus and better meet the needs of our students and improve growth and achievement.

A high percentage of students who are English Language Learners. Three of the four participating schools have a high percentage of English Language Learners (Central Catholic: 47%, Holy Cross Central: 40%, St. Philip Neri: 82%). The program aims to meet the needs of this population through our well-rounded program offerings. We expect this population to benefit significantly from our LitART LEARN literacy programming.

Current gaps in programming related to free year around after school care. Our current programming lacks the capacity to provide after school care free of cost throughout the academic year. This 21st CCLC grant will help us build our capacity and fill this substantial need within our student population.

Parental involvement

Family involvement will be a cornerstone of our 21st CCLC programming. We will provide opportunities for family programming and resources focused on social emotional development, healthy lifestyle, and engaging with their child's learning. We will engage parents through the following activities:

- **Family Dinners:** Each 21st CCLC site will hold three family dinners each year. These dinners will provide the opportunity for families to spend time together, as well as in community with program staff and other families. The dinners will include parent education on key programming topics (healthy living, literacy, social emotional development, etc.). The first dinner will take place at the beginning of the program year to orient families to the program and provide them with resources and ways to engage throughout the year. The second dinner will be held at the end of the first semester or beginning of the second semester and a final dinner will be held at the end of the year. The Urban League has committed to provide programming/parent education at one family dinner per year at each site. This programming will include information on community engagement, job opportunities, and social emotional learning.

- **Parent Assemblies:** The program will hold monthly parent assemblies/meetings during pick-up time at each site. These brief meetings will be used to provide program updates as well as parent educational resources.
- **Ongoing Communication:** In between the family dinners and parent assemblies, 21st CCLC program staff will practice ongoing communication with parents. Staff will provide regular updates to parents during pick-up or via email and phone. The program will send out email newsletters and communication to keep parents informed and up to date on program activities and upcoming events.
- **Parent Surveys:** RightFit and the Notre Dame ACE Academies will distribute a parent survey at least once a year to solicit feedback on program elements and to inform program improvements.

Snacks and/or meals

Each 21st CCLC site will provide dinner for students on a daily basis. The dinner program is fully funded through the US Department of Agriculture's Child and Adult Care Food Program. During dinner, RightFit and other programming partners will provide nutrition programming and will make connections between healthy eating and the food being served. Nutrition programming will educate youth on ways to advocate for healthy food options for themselves.

Weekly schedule

The Notre Dame ACE Academies, and its partners, will provide programming to students in grades K-8 during the school year for 3 hours a day afterschool for 4 days a week (Monday through Thursday), totaling 12 hours of afterschool programming weekly and 140 days of programming a year. The 21st CCLC will follow the school schedule and will take Fall break, Winter break, Spring break, and Summer break off.

Each day will be made up of three 40-minute programming units, with at least one of those units having an academic focus on homework help. RightFit and other programming partners will help facilitate programming three days a week at each site throughout the year. The fourth day of programming will be facilitated solely by 21st CCLC staff. During all programming units, students will be split into three cohorts by grade level and will rotate between each programming unit activities. A 30 minute dinner will be held before the programming units.

RightFit will facilitate programming at two sites on Monday-Wednesday (Central Catholic & Holy Angels) and at the other two sites on Tuesday-Thursday (Holy Cross Central & St. Philip Neri). A tentative weekly

schedule for Central Catholic and Holy Angels can be found in Table 6. RightFit will provide programming at these sites on Monday, Tuesday, and Wednesday each week. RightFit program units will vary by week due to the various programming partners who will be facilitating programming throughout the year. The table below represents an example of what a typical week might look like. The time slot and day of the week each program unit is offered may vary by site. Each program unit will be offered three times a day so cohorts can rotate between program offerings.

Table 6: Weekly Schedule of Activities Central Catholic and Holy Angels				
	Monday (RightFit)	Tuesday (RightFit)	Wednesday (RightFit)	Thursday
3:00pm - 3:30pm	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break
3:30pm - 4:10pm	Program Unit (Homework help)	Program Unit (Homework help)	Program Unit (Homework help)	Program Unit (Homework help)
4:10pm - 4:50pm	Program Unit (Purdue Extension- Nutrition)	Program Unit (GREAT/Peace Learning/Urban League)	Program Unit (Physical activity)	Program Unit (LitART LEARN- Literacy)
4:50pm - 5:30pm	Program Unit (Indy Yoga Movement)	Program Unit (Purdue Extension- Soccer for Success)	Program Unit (Baseball in Education/Junior Achievement/Lit ART LEARN)	Program Unit (Physical activity)
5:30pm - 6:00pm	Student pick-up	Student pick-up	Student pick-up	Student pick-up

A tentative schedule for Holy Cross Central and St. Philip Neri can be found in Table 7 on the following page. The main difference between Table 6 and Table 7 is that RightFit will provide programming for Holy Cross Central and St. Philip Neri on Tuesday, Wednesday, and Thursday each week.

Table 7: Weekly Schedule of Activities Holy Cross Central and St. Philip Neri				
	Monday	Tuesday (RightFit)	Wednesday (RightFit)	Thursday (RightFit)
3:00pm - 3:30pm	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break	Dinner, attendance, bathroom break
3:30pm - 4:10pm	Program Unit (Homework help)	Program Unit (Homework help)	Program Unit (Homework help)	Program Unit (Homework help)
4:10pm - 4:50pm	Program Unit (LitART LEARN- Literacy programming)	Program Unit (Purdue Extension- Nutrition)	Program Unit (GREAT/Peace Learning/Urban League)	Program Unit (Physical activity)
4:50pm - 5:30pm	Program Unit (Physical activity)	Program Unit (Indy Yoga Movement)	Program Unit (Purdue Extension- Soccer for Success)	Program Unit (Baseball in Education/Junior Achievement/Lit ART LEARN)
5:30pm - 6:00pm	Student pick-up	Student pick-up	Student pick-up	Student pick-up

Alignment to standards

The Notre Dame ACE Academies will work to align our programming with the Indiana Afterschool Standards. For the Indiana Afterschool Standards, we will specifically target the Top Ten Quality Standards related to Human Relationships; Safety, Health, and Nutrition; and Administration. Our evaluator will work with us to complete the Indiana Quality Program Self-Assessment (IN-QPSA), which will help us evaluate our alignment with these standards. Through this assessment, we will identify areas where we are well aligned to the standards as well as areas for growth and improvement.

We will also align our programming to the Indiana Academic Standards, specifically the English Language Arts and Mathematics standards for grades K-8. We will work with school leaders to identify ways to align our academic supports to these standards and school activities.

Our planned program activities also align closely to the Department of Education's Social-Emotional Learning Competencies. Program alignment with these competencies is outlined in Table 8.

Table 8: Alignment to Social-Emotional Learning Competencies	
Program Activity	Indiana Social-Emotional Competency
Indy Yoga Movement	Sensory-Motor Integration, Regulation
Urban League	Insight, Connection, Mindset
Peace Learning Center	Regulation, Collaboration, Mindset
Junior Achievement	Critical Thinking, Mindset

Staff Recruitment and Retention

The Notre Dame ACE Academies will recruit and hire a part-time Program Director to oversee the CLC. We will also hire a part-time Site Coordinator, internally known as a Site Manager, for each of the four sites. Finally, we will hire part-time Direct Service Staff for each site based on the number of students we plan to serve.

Table 9: Number of Direct Service Staff by Site	
Central Catholic	7
Holy Angels	5
Holy Cross Central	6
St. Philip Neri	7

Based on enrollment trends for each of our participating schools, we expect to serve no more than 15 kindergarteners at each of our 21st CCLC sites. These students will be kept in one group for all programming. This group will maintain a ratio of one staff to 15 youth. All other groups, which will include youth six years of age and older, will maintain a ratio of one staff to 20 youth. Direct Service Staff and Site Managers will count in ratio.

The Notre Dame ACE Academies will post all job descriptions on the website of the Office of Catholic Schools for the Archdiocese of Indianapolis. We will also post job descriptions on other high trafficked non-profit job sites, such as Charitable Advisors. We will promote all job postings in the parent newsletters sent out by each school, as well as in the bulletins/newsletters of the churches that serve each school. The parent population and that of the corresponding churches is demographically representative of the school communities. By promoting the job positions to parents and church community, we hope to attract individuals who are representative of the

students we plan to serve. We will give preference to bilingual candidates at Central Catholic, Holy Cross Central, and St. Philip Neri.

The Notre Dame ACE Academies will foster staff retention by providing competitive wages and creating a program culture that is committed to staff well-being and professional development. Based on industry data, our pay rates are consistent, or higher than, similar jobs. Our hourly rates are also competitive with the cost of living in our communities. Hourly rates for each staff position can be found in Table 10.

Table 10: Staff Wages		
Staff Position	FTE	Hourly Rate
Program Director (1 total))	.5	\$25/hr
Site Managers (4 total)	0.3	\$18/hr
Direct Service Staff (25 total)	.25	\$12/hr

EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

The Notre Dame ACE Academies have a strong history of serving youth. We have experienced success in student recruitment and retention as well as in the attainment of academic outcomes for participants. These successes are demonstrated by our past 21st CCLC programming, as well as our collaborative programming with RightFit over the last three years.

Past 21st CCLC Programming

Prior to becoming Notre Dame ACE Academies, the Mother Theodore Catholic Academies provided 21st CCLC programming from 2014-2018. We provided programming at three sites, all of which are included in this application: Central Catholic, Holy Cross Central, and St. Philip Neri. During this time, we experienced great success with student recruitment and retention. Enrollment in the program grew steadily throughout the course of the grant and sites consistently exceeded attendance targets.

Table 11: Students served by the program sites during the most recent two years of 21st CCLC Programming		
Site	2016-2017	2017-2018
Central Catholic Attendance Target: 63	89 (79 for 60+ days)	91 (90 for 60+ days)
Holy Cross Central Attendance Target: 63	79 (79 for 60+ days)	89 (81 for 60+ days)
St. Philip Neri Attendance Target: 95	100 (94 for 60+ days)	113 (109 for 60+ days)

During the last two years of 21st CCLC programming, the sites experienced fluctuating and inconsistent progress towards performance measures, as indicated in Table 12. While we did not consistently meet or exceed performance measures, we did see some academic growth. For example, in 2016-2017 (year 3 of programming), all sites demonstrated an increase of at least 2% in Spring proficiency rates on the Math portion of the NWEA.

Table 12: Performance Measure Results						
	Central Catholic		Holy Cross Central		St. Philip Neri	
	'16-'17	'17-'18	'16-'17	'17-'18	'16-'17	'17-'18
At least 20% of regular afterschool program participants will also complete Great Spirits Summer Camp in order to decrease summer learning loss	10%	16%	10%	16%	10%	16%
Spring proficiency rates on the ELA portion of NWEA will increase from fall proficiency rates by 2%	-2%	-6%	+11%	-5%	-1%	+1%
Spring proficiency rates on the Math portion of NWEA will increase from fall proficiency rates by 2%	+2%	0%	+11%	+8%	+4%	0%
At least 75% of regular program participants will report increased interest in science applications as measured by student surveys	41%	59%	31%	41%	42%	36%

While the academic performance measures did not show consistent progress, students did demonstrate positive academic outcomes according to report card data. Report card data can be found in Table 13.

Table 13: Report Card Data 2017-2018		
Site	% of regular attendees earning a B or better on their final ELA/reading grade	% of regular attendees earning a B or better on their final math grade
Central Catholic**	74%	71%
Holy Cross Central	62%	83%
St. Philip Neri	65%	78%

***End of year report cards were not provided by Central Catholic in 2017-2018. 2016-2017 data was included instead.*

In either 2017 or 2018, our 21st CCLC program participated in a written monitoring process and met all requirements. We did not participate in any 21st CCLC Monitoring Visits.

Our previous 21st CCLC program did not have professional development plans, as the current template was not in use at the time of implementation (2014-2018). However, the professional development table from our original 21st CCLC application can be found on the next page.

Other Evidence of Success

Beyond our past 21st CCLC programming, we have demonstrated success through our collaborative programming with RightFit since 2017. In the Spring of 2020, we worked with RightFit to provide programming at the four schools participating in this application. This programming was provided for 3 days a week for 9 weeks. We served over 500 youth through this programming. This demonstrates successful student recruitment and retention and we believe this success will set us up to recruit and retain a similar number of students for the proposed 21st CCLC programming.

We have also demonstrated positive student academic outcomes through our current programming with RightFit. At the end of the 2019-2020, after RightFit programming had been implemented, the combined grade point averages for all four schools showed Math going from 2.47 to 2.61, for a 5.7% increase from the start of the year. The combined grade point averages for all four schools also showed Reading/ELA going from 2.48 to 2.69 for an 8.5% increase from the start of the year.

Our previous 21st CCLC program did not have professional development plans, as the current template was not in use at the time of implementation (2014-2018). The professional development table from our original 21st CCLC application can be found below.

Table Fifteen: Year One Professional Development Activities

Professional Development Activity	Provider of Activity	Relevant Program Objective	Expected Staff Outcomes
Great Spirits Staff Training (20 hours) prior to the start of Camp	Program Director, AYS (CPR and recreation training), Pieces of Learning differentiated instruction webinars and resources, myON online professional development series, St Vincent (cultural/ socio-economic sensitivity training)	1.1, 1.2, 1.3 2.1, 2.2 3.1, 3.2	New and veteran staff will be prepared to provide differentiated academic, recreational, health and safety, and cultural needs of all students attending Great Spirits Summer Camp. Special emphasis will be placed on delivery of STEM and literacy activities through the stealth learning model.
IMPACT Afterschool Staff Training (7 hours: 5 prior to the start of the school year, and 2 in between Fall and Spring semesters of the school year)	Program Director, myON online professional development series, Pieces of Learning differentiated instruction webinars and resources, and AYS (CPR and recreation training)	1.1, 1.2, 1.3 2.1, 2.2 3.1, 3.2	New and veteran staff will be prepared to provide differentiated academic, recreational, health and safety, and cultural needs of all students attending the afterschool program. Special emphasis will be placed on delivery of STEM and literacy activities through the stealth learning model. The same training will be provided as needed throughout the school year to any new IMPACT Program personnel hired as a result of unexpected staff turnover.
Teen IMPACT Afterschool Staff Training (7 hours: 5 at the beginning and 2 in the middle of the school year)	Program Director, myON online professional development series, Pieces of Learning differentiated instruction webinars and resources, and AYS	1.1, 1.2 2.1, 2.2 3.1, 3.2	New and veteran staff will be prepared to provide academic, recreational, health and safety, and cultural needs of adolescent students attending the afterschool program. Special emphasis will be placed on delivery of STEM and literacy activities through the stealth learning model. The same training will be provided as needed throughout the school year to any new IMPACT Program personnel hired as a result of unexpected staff turnover.
IMPACT Volunteer Orientation/ Training (2 hours, 3 times per year and as needed to accommodate turnover)	Program Director and Site Directors	1.1, 1.2	Equip volunteer tutors and activity providers to plan and conduct academic activities according to individual student assessment results and correlating instructional recommendations.
21st CCLC National Conference (24 hours, for Program Director)	National Afterschool Association	1.1, 1.2 2.1, 2.2 3.1, 3.2 4.1, 4.2	Program Director will collect valuable information and resources to strengthen all program components, and disseminate this information to site directors to implement in the daily program.
Site Director Monthly Meetings (Mandatory, 2 hours)	Program Director will lead productive discussions and provide professional development opportunities specific to each program site's staff needs.	1.1, 1.2 2.1, 2.2 3.1, 3.2	On an ongoing basis, Site Directors will develop a professional practice of continuous self-evaluation and adjust program elements to suit the evolving needs of participants.
Program Staff Bi-Monthly Meetings (Mandatory, 1 hour)	Site Directors will lead productive discussions regarding specific needs of students and their parents, and ongoing program improvements	1.1, 1.2 2.1, 2.2 3.1, 3.2	Staff members will develop greater skills for working with youth and students' families.
AYS Management Training (1 hour)	AYS	1.1, 1.2 2.1, 2.2	New and veteran Site Directors will understand their management style and have the necessary skills to effectively manage the staff,
		3.1, 3.2 4.1, 4.2	students, and parents at their afterschool site.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

Evidence-based programming

The 21st CCLC program will implement the evidence-based LitART LEARN curriculum at all four sites. LitART LEARN is a thematic afterschool literacy curriculum designed to engage learners and increase social, emotional, and academic success. The curriculum features high quality children's books and engaging research-based, hands-on literacy activities. It aligns well with our program focus areas and goals. The literacy focus will be of great benefit to our English Language Learners as well as students performing below grade level in reading and English Language Arts. The curriculum is designed to increase social and emotional success, which aligns to our priority area. Many of the themes connect directly to a social emotional focus (Getting Along, Friends & Self-Concept, etc.).

All staff will participate in a training, facilitated by LitART, prior to implementation. This training will prepare them to effectively utilize and implement the curriculum and will help ensure high-quality and consistent delivery. We will use this curriculum at least two days per week for a 40 minute program unit with students in K-3rd grade. We will utilize this curriculum at least one day a week for students in 4th-8th grades. We plan to purchase five themes each year for students in grades K-4th and at least three themes a year for students in grades 5th-8th.

Program Goals

Table 14, which can be found on the next page, lists the program goals, objectives, activities, performance measures and assessment strategies for our proposed project. These items are the same for all program sites, so only one table is included.

Table 14: Program Goals, Objectives, Activities, Performance Measures and Assessment Strategies

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement on ELA/ Reading and Math report card grades	LitART LEARN Curriculum Tutoring Homework help	1.1.1) 80% of regular attendees will earn a "C" or better or increase their reading grade from fall to spring. 1.1.2) 80% of regular attendees will earn a "C" or better or increase their math grade from fall to spring.	1.1.1., 1.1.2) Final Report Card Grades for ELA and Math (Fall and Spring)
	1.2) Increase student academic growth on formative assessments	LitART LEARN Curriculum Tutoring Homework help	1.2.1) 65% of regular attendees will meet their growth target on the spring NWEA reading assessment. 1.2.2) 65% of regular attendees will meet their growth target on the spring NWEA math assessment.	1.2.1, 1.2.2) NWEA Assessment (Spring)

<p>2) Improve social and behavioral outcomes</p>	<p>2.1) Improve social/emotional learning</p>	<p>Junior Achievement Indy Yoga Movement Urban League Peace Learning Center LitART LEARN Curriculum</p>	<p>2.1.1) 60% of regular attendees will improve or need no improvement 'identifying their own emotions' in spring of each grant year, as reported by school day teachers (SEL Priority).</p> <p>2.1.2) 40% of regular attendees will report that the afterschool program has helped them make better decisions in spring, as measured by the Quality Improvement Scale (SEL Priority).</p> <p>2.1.3) 70% of regular attendees will report that they are more prepared for school because of the program in spring, as measured by the Quality Improvement Scale (SEL Priority).</p>	<p>2.1.1) DOE Teacher Survey (Spring) 2.1.2, 2.1.3) Quality Improvement Scale; Diehl Survey (Spring)</p>
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	2.2) Improve in-school or afterschool behavior	<p>Junior Achievement</p> <p>Indy Yoga Movement</p> <p>Urban League Peace Learning Center</p> <p>LitART LEARN Curriculum</p>	2.2.1) 65% of regular attendees will improve or need no improvement 'completing assignments, even when challenging' in spring of each grant year, as reported by school day teachers.	2.2.1) DOE Teacher Survey (Spring)
3) Improve family involvement	3.1) Improve family involvement with students' education at home	<p>Family Dinners</p> <p>Parent Assemblies</p> <p>Parent Newsletters/ Communication</p>	3.1.1) 75% of parents will report talking with their child about their school day ("a few times a week" to "daily"), as measured by the Spring Quality Improvement Scale.	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	3.2) Improve family involvement with students' school	<p>Family Dinners</p> <p>Parent Assemblies</p> <p>Parent Newsletters/ Communication</p>	3.2.1) 50% of parents will attend at least 1 school-sponsored family session (annually) as reported on the Spring Quality Improvement Scale.	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Communication with School Leadership

The school leaders for each of our four program sites were actively involved in the development of the proposal and are committed advocates for the program. This support and engagement will continue throughout the life of the proposed grant. 21st CCLC program staff will hold quarterly meetings with the principal and other school leaders at each site. These meetings will be used to provide program updates, discuss student needs, and identify opportunities to align program activities with school day activities (social emotional, academic, etc.). School leadership will also provide 21st CCLC staff with access to student academic records and NWEA MAP data to facilitate the program's evaluation activities and progress monitoring.

Communication with other School Staff

21st CCLC staff will communicate with other school staff members on a regular basis, as needed. Other key staff members they will correspond with include teachers of 21st CCLC students. 21st CCLC program staff will communicate with teachers to identify specific student needs, related to behavior and academic achievement, and will collaborate with teachers on how to best address issues and areas for improvement. 21st CCLC program staff will also meet with their school's Coordinator of Social and Emotional Learning Supports once a month to discuss the program's priority area and how they can best align program activities with the school staff member's efforts to promote student success and development. Coordinator of Social and Emotional Learning Supports will also perform monthly observations of the 21st CCLC program to give real-time internal feedback on strategies and resources used.

Communication with Community Stakeholders

The 21st CCLC program will promote the program through our schools' website and through marketing materials. These materials will clearly communicate:

- The program is free for families
- The goals of the program
- The programming focus and services available
- The hours of operation
- How interested families can enroll or contact program staff

Each participating school is connected to a church that will help us promote the program to the greater community through their weekly bulletin and website. RightFit will also promote the program and information listed above on their website.

Communication with Families

As mentioned previously, we aim to involve families as much as possible in this program. To keep families informed and involved, we have identified several opportunities for ongoing communication. We will host monthly parent assemblies to provide program updates and parent resources. We will also hold family dinners three times each year. On an ongoing basis, we will communicate with families by providing individual updates during student pick-up. We will also communicate with parents via email and phone. As mentioned previously, we will aim to hire bilingual staff at our sites with a high number of Spanish speaking English Language Learners (Central Catholic, Holy Cross Central, and St. Philip Neri). This will help to ensure that parent communication can be translated or provided in Spanish for Spanish speaking families.

21st CCLC Terminology and Logo

The proposed program will include the 21st CCLC logo in all program marketing and communications materials. We will consistently refer to the program as a 21st Century Community Learning Center.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

Professional Development Plan

Our Professional Development Plan can be found at the end of this section.

Assessment

Using the professional development plan as a guide, the Program Director will identify competencies and professional development needs for all staff and will create an assessment checklist for all levels of program staff (program director, site coordinator(s), direct service staff). Upon hiring, the Program Director will complete a baseline assessment and identify individual professional development needs for each staff member. This checklist will be completed for each staff member on a quarterly basis to monitor progress and identify areas for improvement.

Staff Plans

All staff, regardless of level, will receive training in the following areas:

- Social Emotional learning
- Diversity and inclusion/Implicit Bias Training
- Safe and healthy youth
- Literacy: as indicated in the Professional Development Plan, all staff will participate in training related to the LitArt LEARN curriculum
- Positive behavioral management
- CPR/First Aid certification
- Parental engagement and educational attainment
- Supporting student-centered growth and learning
- Positive youth development
- Trauma informed care

The Program Director will receive additional training in the following areas:

- Organization and leadership development
- Designing and executing effective programs
- Connecting in-school and out-of-school time

Site Coordinators will receive additional training in the following areas:

- Designing and executing effective programs
- Connecting in-school and out-of-school time

Many of the training topics listed above will be addressed through the utilization of the Indiana Afterschool Network's online resources, namely the *Indiana Academy on Out-of-School Learning*. The *Indiana Academy for Out-of-School Learning* offers 54 online training modules on a variety of

topics, which are aligned with Indiana Afterschool Standards, Child and Youth Care (CYC) Worker Certification, and School-Age Childcare. This resource is free for 21st CCLC programs. This will be a crucial resource, especially if COVID-19 causes long term effects on the availability of in-person training opportunities. We will also utilize Indiana Afterschool Network's *My Afterschool Locker* to find resources and additional professional development opportunities.

All staff will participate in a half-day orientation/onboarding training session upon their hiring. This training will orient staff to the 21st CCLC program structure, goals, activities and procedures, and will introduce many of the training topics listed above. Upon their hiring, staff will also participate in *Safe and Sacred*, CPR, and First Aid.

All staff will participate in an in-person LitART LEARN training session to help prepare them to implement the curriculum. All staff will also participate in an Implicit Bias workshop with the Peace Learning Center, to help them recognize implicit biases in themselves and institutions and learn to effect change toward true equity.

The Program Director (or another program representative) will attend the following required trainings:

- Annual Indiana Summit on Out-of-School Learning
- Two annual trainings (orientation and training day)
- Two annual regional meetings

All four Site Coordinators will also attend the Indiana Summit on Out-of-School Learning in order to increase their leadership capacity and overall professional competency.

Enhancing Quality

The professional development activities and topics described above have been identified based on youth needs and program goals. Many of the training areas listed above will help prepare staff to address social emotional concerns and work with children in a sensitive and trauma-informed manner. Training will also help staff implement effective academic and enrichment programming, with the aim of improving student outcomes. Finally, trainings have been identified to ensure staff are prepared to implement safety practices to maintain a safe environment for students.



IDOE 21st CCLC Program Professional Development Plan

Program Name	Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies
Program Director	To be determined

Professional Development Planning Process Reflection

The bullet points below are meant to help you plan your annual professional development plan. Please use them as a guide as you plan the training you will offer of the program year—including any conferences, external training, or training offered ‘in-house’.

- IN-QPSA
 - Based on the results of your most recently completed IN-QPSA, what standards have you identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to improve the quality of your program/s?
- Local Evaluation Report
 - Based on your most recent local evaluation report, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Monitoring Visit
 - Based on the results of your most recent IDOE monitoring visit, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Staff Feedback
 - What input have you received from staff (program director, site coordinators, direct service staff) that might help to inform your professional development plan? How will you integrate that feedback into the components of the plan?
- Collaborative Opportunities with Stakeholders



IDOE 21st CCLC Program Professional Development Plan

o_What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?

Program Name	Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies
Program Director	To Be Determined
Dates of Implementation	July 1, 2021—July 31, 2022 (Year 1)

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21st CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
<i>Safe and Sacred</i>	<i>Archdiocese of Indianapolis</i>	<i>Child abuse and neglect prevention</i>	<i>Improved staff ability to recognize signs of child abuse and neglect and intervene appropriately</i>	<i>Program Director -1 Site Coordinator – 4 Direct Service Staff – 25</i>	<i>1</i>	<i>\$0</i>	<i>Not Applicable</i>	<i>July 2021</i>	<i>Professionalism</i>
<i>LitART LEARN Curriculum Training</i>	<i>LitART</i>	<i>Prepare staff to implement literacy curriculum</i>	<i>Implementation of effective, evidence-based literacy programming</i>	<i>Program Director -1 Site Coordinator – 4 Direct Service Staff – 25</i>	<i>4</i>	<i>\$3,500</i>	<i>100% 21st CCLC</i>	<i>July 2021</i>	
<i>Indiana Academy for Out-of-School Learning (various trainings)</i>	<i>Indiana Afterschool Network</i>	<i>Meet key training focus areas: SEL, behavior management, parent engagement, designing and</i>	<i>Improve staff capacity to facilitate programming and progress towards program goals</i>	<i>Program Director -1 Site Coordinator – 4 Direct Service Staff – 25</i>	<i>PD: 12 SCs: 8 DSS: 8</i>	<i>\$0</i>	<i>Not Applicable</i>	<i>July 2021- Jun 2022</i>	<i>Professionalism; Applied Human Development; Relationship & Communication; Developmental</i>



IDOE 21st CCLC Program Professional Development Plan

		<i>executing effective programs, etc.</i>							<i>practice methods</i>
<i>Implicit Bias workshop</i>	<i>Peace Learning Center</i>	<i>Recognize implicit biases in self and institution, effect change toward true equity</i>	<i>Respect for all participants and community members, modeling of values desired in students</i>	<i>Program Director -1 Site Coordinator - 4 Direct Service Staff - 25</i>	<i>3</i>	<i>\$800</i>	<i>100% 21st CCLC</i>	<i>July 2021</i>	<i>Cultural & Human Diversity</i>
<i>Adult, Child and Baby First Aid/CPR/AED</i>	<i>American Red Cross</i>	<i>Safety, certification</i>	<i>Staff will be able to ensure the safety and well-being of all students</i>	<i>Program Director -1 Site Coordinator - 4 Direct Service Staff - 25</i>	<i>3</i>	<i>\$2,550</i>	<i>100% 21st CCLC</i>	<i>July 2021</i>	<i>Developmental practice methods</i>
<i>Internal Staff Orientation and onboarding</i>	<i>Notre Dame ACE Academies</i>	<i>Orient staff to 21st CCLC program structure, goals, activities and procedures</i>	<i>Staff will better understand what sets the 21st CCLC program apart from other OST programs and will be prepared to support progress toward program goals</i>	<i>Program Director -1 Site Coordinator - 4 Direct Service Staff - 25</i>	<i>4</i>	<i>\$0</i>	<i>Not Applicable</i>	<i>July 2021</i>	<i>Professionalism</i>
<i>Indiana Summit on Out-of-School Learning</i>	<i>Indiana Afterschool Network</i>	<i>Improve staff leadership and capacity to design and implement effective out-of-school time programming</i>	<i>Energized leaders ready to improve program quality</i>	<i>Program Director -1 Site Coordinator - 4</i>	<i>14</i>	<i>\$500</i>	<i>100% 21st CCLC</i>	<i>April 2022</i>	<i>All</i>

Professional Development Plan Cost:

Total Estimated Cost	\$8,950	% of Total Budget	2.4%
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EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

Evaluation Plan

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Section 8**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, and student achievement data. Data are described in detail in Table 15. **When data will be collected.** Timelines for data collection are included in Table 15. Data will be collected and entered into Cayen based on availability from the Notre Dame ACE Academies. The Notre Dame ACE Academies will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 15).

Table 15: Data Sources, Instruments, and Data Collection Timeline	
Data Type/Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM)
Demographics <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
Achievement <i>Spring (Annually)</i>	Student Report Card Grades (K-8): The evaluation will examine participants' semester report card grades (reading, math). <i>PM: 1.1.1, 1.1.2</i>
	NWEA Assessment: The evaluation will examine students' progress on the NWEA reading and math assessments. Specifically, spring progress toward NWEA growth targets (i.e., typical fall to spring growth as defined by NWEA) will be utilized. <i>PM: 1.2.1, 1.2.2</i>
Attendance <i>Entered weekly and submitted monthly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
Teacher Perceptions of Student	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic

Outcomes <i>Spring</i> <i>(Annually)</i>	performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 2.1.1, 2.2.1</i>
Stakeholder Perceptions of Program Quality <i>November and April</i> <i>(Annually)</i>	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 2.1.2, 2.13, 3.1.1, 3.2.1</i>
Site Observations <i>Fall and spring</i> <i>(Annually)</i>	IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.

Use of evaluation data to drive program improvement: The Program Director and staff, in partnership with DCG, will utilize program evaluation data to make necessary program improvements. DCG has developed a Program Improvement Worksheet that will accompany reports provided to the program. The worksheet includes areas for improvement, program staff comments, proposed improvement strategies, resources needed, and a timeline. This worksheet will be completed by staff in collaboration with evaluators to guide the development of improvement strategies, and the worksheets will support program improvement meetings. Program improvement will be incorporated into regular staff meetings, and reports/improvement worksheets will be reviewed in staff meetings as applicable. Staff will be encouraged to contribute to planning. Through the advisory council and IN-QPSA team, multiple stakeholders (including school staff, parents, and students) will guide the program improvement process. These groups will review evaluation data and vet program improvement plans. DCG staff will be available to support these processes throughout the grant. As described in the following section, DCG instruments and reporting are aligned with the IDOE guidelines and the IN-QPSA process. Afterschool Standards will be incorporated into the evaluation recommendations where applicable.

Local Evaluator

As noted above, Diehl Consulting Group (DCG) has been selected to serve as the local evaluator. During the last 20 years, DCG has provided evaluation services to over 75 federal-, state-, and locally-funded afterschool sites.

Table 16: Select Experience
DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations,

education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.
DCG has served as Indiana's state evaluator for 21 st CCLC since 2018.
DCG staff include a former 21 st CCLC Project Director responsible for the management of four state and federal 21 st CCLC grants and a former 21 st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 st CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 st CCLC and is currently partnering with AIR on the statewide evaluation of 21 st CCLC in Texas.
DCG staff were on the original IDOE 21 st CCLC Advisory Council and are current members of the 21 st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 st CCLC Program Evaluation Guidelines, Indiana's 21 st CCLC Teacher Survey, and performance measures framework
Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
DCG staff have experience using the state data collection system (Cayen).

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template has been created by DCG that aligns with the Indiana 21st CCLC Evaluation Guidelines (including the required Executive Summary). The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summary information incorporated into the year end-report. **Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):** DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be

developed, and IN-QPSA plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each semester, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

Report Type/ Description	Report Date	Required Components
Aggregated Final Report (Summative) Provides summative evaluation results for all four years of the grant, reports progress for all performance measures.	summer '25	<i>Program Quality, Attendance Trends, Performance Measures</i>
Year End Report (Summative) Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends.	summer '22, '23, '24, '25	
Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
Stakeholder Survey Reports (Formative) Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff.	Jan/Jun annually	<i>Program Quality</i>
Site Visit Report (Formative) Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
IN-QPSA Report and Action Plan (Formative) Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> .	Annually	
Program Improvement Worksheet The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline.	Ongoing	

Strategies of Measurement

Relevance. Performance measures have been developed for each site and are included in the Program Implementation table. The selected measures have been developed in consultation with the evaluation team, school staff (including principals and other administrators), and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans.

Table 18: Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	
Academic Achievement	Academic achievement will be measured using report card grades and the NWEA assessment. Specifically, the evaluation will 1) compare fall and spring grades and identify RAPS who have increased their grade or maintained a C or higher and 2) examine RAPS progress toward their NWEA Growth Targets. Academic enrichment and tutoring are key components of the 21st CCLC program, and academic improvements are expected for RAPS.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning will be assessed using the DOE Teacher Survey and the Quality Improvement Scale. Specific items will examine 1) identifying own emotions, 2) decision-making, and 3) school preparation. As an SEL priority program, activities provided through the grant are theorized to promote improved outcomes for RAPS in these areas.
In-School or Afterschool Behavior	Behavior will be assessed using the DOE Teacher Survey, specifically the extent to which students have shown improvements completing assignments, even when challenging. Programming offered through 21 st CCLC will support pro-social behaviors and is theorized to foster improved behavior during the school day and afterschool program.
Family Engagement	
Family Involvement in Student's Education at Home	Family engagement will be measured using the Quality Improvement Scale. Specifically, the evaluation will examine the frequency with which parents talk with their child(ren) about the school day. Programs will promote family engagement through parent and family events.
Family Involvement with Student's School	Families' involvement with their students' schools will be assessed by the percentage of family members who report attending school-sponsored family events on the parent/caretaker version of the Quality Improvement Scale. The program will support the relationship between families and their children's schools by serving as a convener and liaison for families.

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Transportation To and From

All sites are located at the participating schools. During dismissal at the end of the school day, students will be accompanied to the program space by school staff. Students will be picked up by their parents following the program. The Notre Dame ACE Academies and the participating schools do not use school buses, outside of field trips and special events. In the past, transportation has not been a barrier for families in our out-of-school time program. However, we will work with parents who face transportation barriers to ensure access through carpools and other alternative transportation options.

Needs of Working Families

We recognize that our parents are often faced with the difficult task of finding quality care for their children. Our after-hours care will help support working parents by providing a safe and nurturing environment for their child, while also improving their social emotional development, academic performance, and promoting health.

On-site Safety

The program will maintain appropriate staff to student ratios at all times. All staff will be trained in CPR and first aid certified. In addition to staff, volunteers and programming partners will help to provide constant and active supervision.

As a result of COVID-19, we have updated our cleaning and sanitizing procedures. All surfaces will be disinfected in between cohort rotations. Handwashing and other safety practices will be implemented consistently. We will adhere to any COVID-19 safety practices recommended by IDOE or the Office of Early Childhood and Out-of-School learning that are still in place when the 21st CCLC program begins in 2021.

Emergency evacuation procedures and emergency numbers are displayed at each site in all program spaces. Staff and volunteers will be oriented to these resources at the beginning of their employment/engagement. Safety equipment (fire extinguishers, smoke detectors, etc.) are available and checked on a monthly basis. We will carry out safety drills with students at the beginning of each semester.

The external building doors at each site are locked at all times. During student pick-up, parents will ring a doorbell to request access to the building. Before signing out their child, a staff member will check the parent's ID and confirm that they are on our approved pick-up list.

Hiring practices & Background checks

Upon hiring, all 21st CCLC staff will be required to participate in the Notre Dame ACE Academies' *Safe and Sacred Training*, which helps participants recognize and prevent child abuse and neglect. Before working with the students, all staff will participate in CPR training and a first aid certification program. Staff will also receive training on child development, health, and safety procedures.

Staff will complete an accompanying background check prior to working with students. Background checks and training records for the safety trainings mentioned above are maintained by third party providers to ensure safety and privacy. For example, Barada Associates, Inc. facilitates and manages background checks for all Notre Dame ACE Academies staff. The Academies' administration and human resources staff members are the only ones who would have access to these files. The Notre Dame ACE Academies do not keep any hard copies of these files.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

The current RightFit programming at the four participating sites has been funded in the past through fundraising efforts carried out by RightFit. They have received significant support from sponsors, donors, and other funders. When we began our partnership with RightFit in 2017, they had multiple start-up grants that covered the programming they provided at the Notre Dame ACE Academies. As those grants expire, we are looking to secure additional funding, including 21st CCLC funding, to support the continued and expanded RightFit program offerings.

If the requested 21st CCLC funding is not awarded, RightFit and the Notre Dame ACE Academies have strong outside partnerships and multiple established public private partnerships that will help sustain programming. RightFit and the Notre Dame ACE Academies would continue to offer programming through support from these existing relationships. However, that programming would be at a reduced engagement and intensity level compared to what is being proposed through this 21st CCLC project. RightFit and the Notre Dame ACE Academies would strive to increase capacity by strengthening our existing relationships with donors and sponsors and by securing additional partnerships. Our ability to build capacity and scale the programming would be greatly strengthened and quickened by 21st CCLC funding.

Even if 21st CCLC funding is received, we will maintain existing relationships with sponsors, donors, and funders and will explore new relationships in these areas. This continued relationship-building will help us leverage additional support to ensure programming can continue when our 21st CCLC grant ends. In the first year of 21st CCLC programming, we will aim to secure an additional amount of at least \$25,000 in cash or in-kind donations. We will also aim to secure 3-5 additional program partners to support programming and available resources. Specifically, we plan to secure partnerships with 1-2 additional local universities to provide volunteerism and mentoring on program days. We will also secure 1-2 new community partners to provide additional programming.

Cal Burlison, Founder & Executive Director of RightFit, will work closely with the 21st CCLC Program Director to identify and hold meetings with potential donors, funders, and programming partners to achieve the goals described above. They will begin this outreach in the fall semester of 2021, to ensure commitments can be finalized by the end of the first year.

APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
Total	125	52



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**Memorandum of Understanding
Diehl Consulting Group
and Mother Theodore Catholic Academies, Inc. 21st CCLC
August 7, 2020**

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to Mother Theodore Catholic Academies, Inc., as part of their application to the Indiana Department of Education's 21st CCLC grant program.

Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

Sam Crecelius, vice president/partner, will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

Dan Diehl, president/partner, will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

Andrea Swain, consultant, will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from east Carolina University. She is also a certified Health Education Specialist (CHES).

Heather Arrowsmith, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

Jennifer Bellville, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

Doug Berry, vice president/partner, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

Amanda Vote, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
 - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
 - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
 - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
 - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
 - Quasi-experimental designs will be used to answer the evaluation questions.
 - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, Mother Theodore Catholic Academies, Inc. will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.

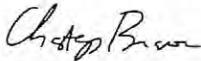


8/7/2020

Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

Date

DocuSigned by:



8/7/2020

Chris Brunson
Director of Finance & Operations
Mother Theodore Catholic Academies, Inc.
Notre Dame ACE Academies Indy

MEMORANDUM OF UNDERSTANDING

R.C. Archdiocese of Indianapolis, Inc. and RightFit, Inc.

The R.C. Archdiocese of Indianapolis, Inc, (Archdiocese) and RightFit, Inc. (RightFit) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Archdiocese of Indianapolis and RightFit desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Archdiocese of Indianapolis and RightFit will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the four Notre Dame Academies Indy campuses.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Archdiocese of Indianapolis agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services at the following campuses:
 - a) Central Catholic School
 - b) Holy Cross Central School
 - c) Holy Angels Catholic School
 - d) Saint Philip Neri School

This will include a minimum of a gymnasium, classroom space, library media space, outdoor recreation space, and separate cafeteria space (St Philip Neri only). Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.

3. Provide a Site Coordinator at each of 4 program sites responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals Provide a Site Coordinator at each of 4 program sites to lead the recruiting, scheduling and supervision of Youth Development Professionals; to coordinate with program partners; to ensure readiness of all facilities and equipment daily. Site Coordinators will serve for a minimum of 170 days per school year at a minimum of 20 hours per full school week.
4. Provide Youth Development Professionals at a rate of not less than one for every fifteen program participants at each site to support partner agency program providers, to deliver high quality curriculum in social-emotional learning, nutrition and exercise, math, and literacy for a minimum of 170 days per school year at a minimum of 12 hours per full school week.
5. Work collaboratively with RightFit to identify high-priority student participants and to meet needs of youth served in the program.

6. Develop common confidentiality guidelines to share information between the Archdiocese of Indianapolis and RightFit to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Provide out-of-school time supper meals through the School Nutrition Program managed by IDOE.
8. Maintain coordination of other agencies and service providers with RightFit.
9. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
10. Offer professional development opportunities to RightFit staff.
11. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Archdiocese of Indianapolis and project evaluators (local and State).
12. Allow participation in RightFit program at no cost to students
13. Provide an annual budget of \$55,000 paid directly to third-party program providers coordinated by RightFit.

RightFit will:

1. Provide Program Director to oversee Site Coordinators and to support their collaborative work with school administrators and RightFit partner agencies.
2. RightFit will coordinate a minimum of three hundred sixty (360) two-hour program blocks over twenty-six (26) program weeks. Programs will be led by established partner organizations, and programs will be evidence-based addressing the following areas:
 - a. Social-emotional learning
 - b. Gang resistance training
 - c. Nutrition education
 - d. Physical fitness
 - e. Community engagement

Every effort will be made to secure in-kind donations of programs and materials.

3. Secure partnerships with local colleges and universities to provide student mentors at each program site, including training of all volunteer mentors.
4. RightFit will provide THREE family dinners at each school each program year to promote parent engagement in the program.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to RightFit the amount of \$60,000 quarterly in four equal installments due not later than July 31, October 31, and January 31, and April of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless RightFit, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

RightFit agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of RightFit. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, RightFit shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). The Archdiocese of Indianapolis, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with the Archdiocese of Indianapolis before commencement by RightFit of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Archdiocese. A certificate of insurance showing compliance with these requirements shall be filed with the Archdiocese of Indianapolis Chief Financial Officer.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

RightFit Program Director and RightFit assistants and/or interns shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such RightFit representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. RightFit shall not permit any such RightFit representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply RightFit with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (4) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

WRITTEN NOTICE

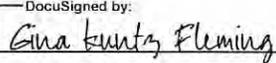
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

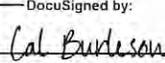
APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by R.C. Archdiocese of Indianapolis, Inc.

by RightFit, Inc.

signed: 
DocuSigned by:
1443499D168A402
name: Gina Kuntz Fleming

signed: 
DocuSigned by:
CBE8DCA7FBA8432...
name: Cal Burleson

its: Superintendent of Catholic Schools

its: Executive Director

date: 7/31/2020

date: 7/31/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Purdue Extension New Audiences

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Purdue Extension New Audiences (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

Provide youth with opportunities to gain practical, hands-on knowledge in Healthy Living using 4-H and Soccer for Success programming. 4-H Soccer for Success provides students with the opportunity to work toward achieving 40 minutes of moderate-to-vigorous physical activity, nutrition and mentorship once a week through the delivery of soccer activities as follows:

- Hire, train and supervise a Program Assistant to oversee the Soccer for Success program
- Recruit, train, support and co-supervise fifty (50) to one hundred (100) student coach-mentors provided on a volunteer basis by RightFit's university partners to lead three (3) 40-minute sessions of 4-H Soccer for Success with three grade clusters on each day of programming
- Provide a total of one hundred four (104) two-hour program days equally spread across each of the four Host campuses, once per week for the duration of the twenty-six (26) program weeks
- Provide additional training on curriculum implementation as requested
- Conduct program evaluation and share the outcomes with RightFit partners
- Provide an opportunity for all RightFit students to become members of the Indiana 4-H program

Host will:

- Provide access to each of the four designated schools from 3:00pm to 6:00pm on program days
- Provide adult supervision to monitor student behavior and impart discipline for all RightFit sessions
- Provide adequate space to conduct 4-H Soccer for Success sessions
- Provide a school liaison at each site to coordinate the RightFit program
- Make soccer equipment available, as previously provided by RightFit

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit

member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to Program Provider the amount of \$20,000 annually remitted in four equal installments due not later than July 31, October 31, and January 31, and April 30 of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of three (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

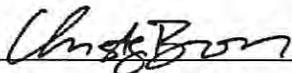
WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first-class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by Mother Theodore Catholic Academies, Inc.

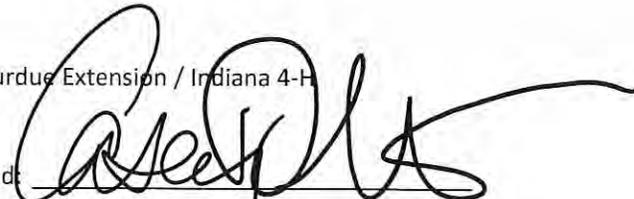
signed: 

name: Christopher Brunson

its: Director of Finance & Operations

date: 8/11/2020

by Purdue Extension / Indiana 4-H

signed: 

name: Casey D. Mull

its: Assistant Director of Extension, 4-H

date: 10 August 2020



8/11/2020

Ken Sandel,
Senior Director Sponsored Programs

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Baseball in Education

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Indianapolis Indians/Baseball in Education (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program in partnership with RightFit at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Provide Baseball in Education program over sixteen (16) program days annually across the four school campuses, each consisting of one 40-minute lesson for middle school students only
- Address Indiana middle school math standards through demonstration and practice of how statistics are generated in the game of baseball and other mathematical parameters relating to the game
- Provide all curricular materials

Host will:

- Provide access to school facilities from 3:00pm to 6:00 pm on program days with designated space for lessons
- Provide classroom equipment
- Provide supervisory staff and behavior support for students
- Provide feedback from students and parents on program effectiveness

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Program Provider recognizes the use of Host space and the structure of Host's out-of-school programs in partnership with RightFit as essential benefits to the execution of Program Provider's organizational mission and thus as consideration in exchange for commitments described herein.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by Mother Theodore Catholic Academies, Inc.

DocuSigned by:

signed: _____
F5ED1209342F427...

name: Chris Brunson

its: Director of Finance & Operations

date: 8/7/2020

by Indianapolis Indians/Baseball in Education

DocuSigned by:

signed: _____
CBE8DCA7FBA8432...

name: Cal Burleson

its: Executive Director

date: 8/7/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Marilyn Gurnell

The Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) (Host) and retired Indianapolis Metropolitan Police Officer Marilyn Gurnell (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Lead the Gang Resistance Education And Training (G.R.E.A.T.) program for students in a series of twelve (12) 40-minute lessons for students 4th through 5th grades and thirteen (13) 40-minute lessons for students 6th through 8th grade at each of the four school campuses
- Provide a certified G.R.E.A.T. program instructor for all sessions
- Provide all materials needed

Host will:

- Provide access to school facilities from 3:00pm to 6:00 pm on program days with designated space for lessons
- Provide classroom equipment
- Provide supervisory staff and behavior support for students
- Provide feedback from students and parents on program effectiveness

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to Program Provider the amount of \$6,000 annually remitted in four equal installments due not later than July 31, October 31, and January 31, and April 30 of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

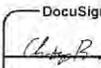
WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by Mother Theodore Catholic Academies, Inc.

signed: 
name: Chris Brunson
its: Director of Finance & Operations
date: 8/6/2020

by Marilyn Gurnell, Inc.

signed: 
name: Marilyn Gurnell
its: EA.T. Officer Contractor
date: 8/6/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Indy Yoga Movement

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Indy Yoga Movement (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Provide one hundred four (104) two-hour program sessions, one per week at each school campus for 26 weeks
- Serve all students Kindergarten through grade eight on each program day by leading a 40-minute activity for each of three (3) groups divided by grade
- Provide necessary equipment

Host will:

- Provide access to school facilities from 3:00pm to 6:00 pm on program days with designated space for activities
- Provide supervisory staff and behavior support for students
- Provide feedback from students and parents on program effectiveness

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to Program Provider the amount of \$15,600 annually remitted in four equal installments due not later than July 31, October 31, and January 31, and April 30 of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

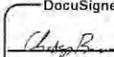
WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

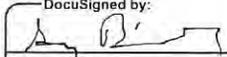
by Mother Theodore Catholic Academies, Inc.

signed: 
F5ED1209342F427...
name: Chris Brunson

its: Director of Finance & Operations

date: 8/6/2020

by Indy Yoga Movement

signed: 
E7D4DE5C217A416...
name: Suzy Bindley

its: President & Co-Founder

date: 8/7/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Junior Achievement of Central Indiana

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Junior Achievement of Central Indiana (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Provide JA More Than Money hands-on curriculum with learning objectives including money management, goods and services, global markets, and build skills such as teamwork, empathy, problem solving and presentation for 350 students in grades 3-8 annually
- Provide and train volunteers from the business community to deliver sixteen (16) two-hour program days annually across the four school campuses
- Coordinate 40-minute lesson three times each program day to students grouped by grade level
- Develop online curriculum for use in the event that in-person instruction is not available due to pandemic health crisis

Host will:

- Provide access to school facilities from 3:00pm to 6:00 pm on program days with designated space for lessons
- Provide classroom equipment
- Provide supervisory staff and behavior support for students
- Provide feedback from students and parents on program effectiveness

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to Program Provider the amount of \$4,000 annually remitted in four equal installments due not later than July 31, October 31, and January 31, and April 30 of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by Mother Theodore Catholic Academies, Inc.

signed: DocuSigned by:
Chris Brunson
F5ED1209342F427...
name: Chris Brunson
title: Director of Finance & Operations
date: 8/7/2020

by Junior Achievement of Central Indiana

signed: DocuSigned by:
Alyssa Andis
6560DD487BCD4D9...
name: Alyssa Andis
title: VP of Education
date: 8/7/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Peace Learning Center

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Peace Learning Center (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Lead interactive sessions for students in kindergarten through grade eight centered around team building, mindfulness, communication, and conflict resolution
- Provide thirty-two (32) two-hour program sessions across four campuses, consisting of a 40-minute lesson presented to each of three cohorts of students divided by grade
- Provide all materials needed

Host will:

- Provide access to school facilities from 3:00pm to 6:00 pm on program days with designated space for lessons
- Provide classroom equipment
- Provide supervisory staff and behavior support for students
- Provide feedback from students and parents on program effectiveness

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to Program Provider the amount of \$8,000 annually remitted in four equal installments due not later than July 31, October 31, and January 31, and April 30 of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

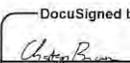
WRITTEN NOTICE

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APPROVALS

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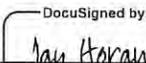
by Mother Theodore Catholic Academies, Inc.

signed: 
name: Chris Brunson

its: Director of Finance & Operations

date: 8/6/2020

by Peace Learning Center, Inc.

signed: 
name: Jay Horan

its: Director of Engagement

date: 8/7/2020

MEMORANDUM OF UNDERSTANDING

Mother Theodore Catholic Academies, Inc. (d.b.a. Notre Dame ACE Academies Indy) and Purdue Extension

The Mother Theodore Catholic Academies, Inc. d.b.a. Notre Dame ACE Academies Indy (Host) and Purdue Extension (Program Provider) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Host and Program Provider desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Host and Program Provider will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the campuses of Central Catholic School, Holy Cross Central School, Holy Angels Catholic School, and St. Philip Neri School in Indianapolis.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

Program Provider will:

- Provide nutrition education on 28 total 2-hour program days annually (7 weekly sessions per host campus) each consisting of three (3) 40-minute presentations to students grouped by age
- Utilize high-quality, age-appropriate curriculum for nutrition education presentations
- Seek to provide an online virtual capability for its programming as an alternative in the event that in-person instruction cannot be accommodated due to pandemic health crisis
- Conduct before and after measuring based on the material presented to the elementary school students participating in the program
- Provide any materials needed for lessons

Host will:

- Provide access to each of the four designated schools from 3:00pm to 6:00pm on program days
- Provide adult supervision to monitor student behavior and impart discipline for all RightFit sessions
- Provide a school liaison at each site to coordinate the RightFit program
- Provide adequate space and classroom equipment to conduct programs

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Program Provider recognizes the use of Host space and the structure of Host's out-of-school programs in partnership with RightFit as essential benefits to the execution of Program Provider's organizational mission and thus as consideration in exchange for commitments described herein.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless Program Provider, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

Program Provider agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Program Provider. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

All program staff and volunteers working onsite with children shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. Program Provider shall not permit any such Program Provider representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply Program Provider with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (3) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

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THIRD PARTY BENEFICIARY RIGHTS

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WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent via first class mail to each of the signers below.

APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by Mother Theodore Catholic Academies, Inc.

DocuSigned by:

signed: _____
F5ED1209342F427...

name: Chris Brunson

its: Director of Finance & Operations

date: 8/7/2020

by Purdue Extension

DocuSigned by:

signed: _____
10331B60CB804A1...

name: Blake Connolly

its: NEP Assistant Director

date: 8/7/2020

MEMORANDUM OF UNDERSTANDING

R.C. Archdiocese of Indianapolis, Inc. and RightFit, Inc.

The R.C. Archdiocese of Indianapolis, Inc. (Archdiocese) and RightFit, Inc. (RightFit) enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Archdiocese of Indianapolis from the Indiana Department of Education.

The Archdiocese of Indianapolis and RightFit desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. The Archdiocese of Indianapolis and RightFit will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at the four Notre Dame Academies Indy campuses.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

The Archdiocese of Indianapolis agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services at the following campuses:
 - a) Central Catholic School
 - b) Holy Cross Central School
 - c) Holy Angels Catholic School
 - d) Saint Philip Neri School

This will include a minimum of a gymnasium, classroom space, library media space, outdoor recreation space, and separate cafeteria space (St Philip Neri only). Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.

3. Provide a Site Coordinator at each of 4 program sites responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals Provide a Site Coordinator at each of 4 program sites to lead the recruiting, scheduling and supervision of Youth Development Professionals; to coordinate with program partners; to ensure readiness of all facilities and equipment daily. Site Coordinators will serve for a minimum of 170 days per school year at a minimum of 20 hours per full school week.
4. Provide Youth Development Professionals at a rate of not less than one for every fifteen program participants at each site to support partner agency program providers, to deliver high quality curriculum in social-emotional learning, nutrition and exercise, math, and literacy for a minimum of 170 days per school year at a minimum of 12 hours per full school week.
5. Work collaboratively with RightFit to identify high-priority student participants and to meet needs of youth served in the program.

6. Develop common confidentiality guidelines to share information between the Archdiocese of Indianapolis and RightFit to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
7. Provide out-of-school time supper meals through the School Nutrition Program managed by IDOE.
8. Maintain coordination of other agencies and service providers with RightFit.
9. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
10. Offer professional development opportunities to RightFit staff.
11. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Archdiocese of Indianapolis and project evaluators (local and State).
12. Allow participation in RightFit program at no cost to students
13. Provide an annual budget of \$55,000 paid directly to third-party program providers coordinated by RightFit.

RightFit will:

1. Provide Program Director to oversee Site Coordinators and to support their collaborative work with school administrators and RightFit partner agencies.
2. RightFit will coordinate a minimum of three hundred sixty (360) two-hour program blocks over twenty-six (26) program weeks. Programs will be led by established partner organizations, and programs will be evidence-based addressing the following areas:
 - a. Social-emotional learning
 - b. Gang resistance training
 - c. Nutrition education
 - d. Physical fitness
 - e. Community engagementEvery effort will be made to secure in-kind donations of programs and materials.
3. Secure partnerships with local colleges and universities to provide student mentors at each program site, including training of all volunteer mentors.
4. RightFit will provide THREE family dinners at each school each program year to promote parent engagement in the program.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

CONSIDERATION

Assuming full grant funding to support proposed programs, the Archdiocese of Indianapolis will pay to RightFit the amount of \$60,000 quarterly in four equal installments due not later than July 31, October 31, and January 31, and April of each program year.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

The Archdiocese of Indianapolis agrees to indemnify, defend and hold harmless RightFit, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of the Archdiocese of Indianapolis. It is understood that such indemnity shall survive the termination of this Agreement.

RightFit agrees to indemnify, defend and hold harmless the Archdiocese of Indianapolis, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of RightFit. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, RightFit shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). The Archdiocese of Indianapolis, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with the Archdiocese of Indianapolis before commencement by RightFit of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Archdiocese. A certificate of insurance showing compliance with these requirements shall be filed with the Archdiocese of Indianapolis Chief Financial Officer.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

PRESCREENING

RightFit Program Director and RightFit assistants and/or interns shall be subject to a full criminal background check and child protection training as required by school employees through the Archdiocese-managed Safe&Sacred system certifying that no such RightFit representative working with youth and parents of the Archdiocese of Indianapolis has been convicted of a violent or serious criminal offense as defined by statute. RightFit shall not permit any such RightFit representative to have any contact with students of the Archdiocese of Indianapolis until such certification has been received by the Archdiocese of Indianapolis. Archdiocese shall supply RightFit with a list of names of those PEOPLE who are cleared to work with youth and parents of the schools.

APPLICABLE LAW

The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Indiana.

ENTIRETY OF AGREEMENT

This MOU, consisting of four (4) pages, represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

SEVERABILITY

Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

THIRD PARTY BENEFICIARY RIGHTS

The parties do not intend to create in any other individual or entity the status of a third party beneficiary, and this MOU shall not be construed so as to create such status. The rights, duties and obligations contained in this MOU shall operate only between the parties to this MOU, and shall inure solely to the benefit of the parties to this MOU. The provisions of this MOU are intended only to assist the parties in determining and performing their obligations under this MOU. The parties to this MOU intend and expressly agree that only parties signatory to this MOU shall have any legal or equitable right to seek to enforce this MOU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MOU, or to bring an action for the breach of this MOU.

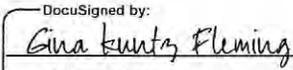
WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

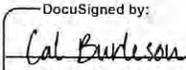
APPROVALS

The effective date of this MOU is the date of the signature last affixed to this page.

by R.C. Archdiocese of Indianapolis, Inc.

signed: 
1443499D168A402
name: Gina Kuntz Fleming
its: Superintendent of Catholic Schools
date: 7/31/2020

by RightFit, Inc.

signed: 
CBEBDCA7FBA8432...
name: Cal Burleson
its: Executive Director
date: 7/31/2020



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with St. Roch School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Amy Wilson

Non-Public School Representative

DocuSigned by:
Amy Wilson

391FB40736E14D9...
Signature

Chris Brunson

Applicant Representative

DocuSigned by:
Chris Brunson

F5ED1209342F427...
Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with St. Thomas Aquinas School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Nancy Valdiserri

Non-Public School Representative

DocuSigned by:
Nancy Valdiserri

C89463355A2E450...
Signature

Chris Brunson

Applicant Representative

DocuSigned by:
Chris Brunson

F5ED1209342F427...
Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with Our Lady of Lourdes School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Chris Kolakovich
Non-Public School Representative

DocuSigned by:
Chris Kolakovich
93C1F2DD2B24432...
Signature

Chris Brunson
Applicant Representative

DocuSigned by:
Chris Brunson
F5ED1209342F427...
Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with The Oaks Academy on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

DocuSigned by:

Chris Brunson

F5ED1209342F427

Non-Public School Representative

DocuSigned by:

Andrew Hart

7E180D434CF64ED...

Signature

Chris Brunson

Applicant Representative

Andrew Hart

Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with Holy Name Catholic School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Amy Wright

Non-Public School Representative

DocuSigned by:
Amy Wright

9F1F370A000C4A5...
Signature

Chris Brunson

Applicant Representative

DocuSigned by:
Chris Brunson

F5ED1209342F427...
Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with West Deanery Unified Catholic Schools (St. Michael-St. Gabriel and St. Anthony Schools) in Indianapolis on Aug 12, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

E. Jo Hoy

Non-Public School Representative

DocuSigned by:
E. Jo Hoy

9E2647B7DAFF47B...
Signature

Chris Brunson

Applicant Representative

DocuSigned by:
Chris Brunson

F5ED1209342F427 ...
Signature



21ST CCLC

Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with St. Christopher School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Karen King
Non-Public School Representative

DocuSigned by:
Karen King
7E6E5E1EFAB141F...
Signature

Chris Brunson
Applicant Representative

DocuSigned by:
Chris Brunson
F5ED1209342F427...
Signature



Non-Public Consultation Form

Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

Mother Theodore Catholic Academies met with St. Jude School on Aug 11, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Beth Meece

Non-Public School Representative

DocuSigned by:
Beth Meece

07ED3D6C3A324CA...
Signature

Chris Brunson

Applicant Representative

DocuSigned by:
Chris Brunson

F5ED1209342F427...
Signature